DOCUMENT RESUME

ED 059 980 24 SP 005 594

AUTHOR	Shoudel, Pearl W.
TITLE	A Descriptive Research Study of Cooperating Teachers and Student Teachers in Biracial Situations. Final Report.
INSTITUTION	Philander Smith Coll., Little Rock, Ark.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-0-G-115
PUB DATE	Jan 72
GRANT	OEG-6-71-0482-(509)
NOTE	21p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Caucasians; *Changing Attitudes; *Cooperating Teachers; *Negro Teachers; *Racial Attitudes; *Teacher Attitudes

ABSTRACT

This study was designed to determine if the attitudes of cooperating teachers toward another race are changed by their experiences with student teachers of the opposite race. Two rating scales were devised to measure the attitudinal responses of cooperating teachers to items of bias. A control group of 33 black teachers and 32 white teachers who had not worked in biracial situations were tested. The experimental group of 42 white teachers and 41 black teachers, who had been assigned student teachers of the other race, were tested before and after the student teaching program. The most dramatic differences occurred between the control and experimental groups rather than among the experimental groups. Accounting for the lack of change among the latter are the previous experiences of experimental group teachers with students of the opposite race and their voluntary acceptance of the student teacher. However, Caucasian and Negro teachers in the experimental group changed their attitudes about the characteristics of children of the other race in a number of areas. In addition, differences in attitudes between Negro and Caucasian teachers were noteworthy in the following areas: acceptance of the minority teacher by the faculty, ease of communication with the other race, professionalism in relationship to all faculty members and administrators regardless of race, and equality between the races in inherent intelligence and children's behavior patterns. (Author/LP)

ED 059980

BR-0-G-115
PA 24

SP
OE-BR

FINAL REPORT

Contract No. OEG-6-71-0482-(509)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

(Dr.) Pearl W. Shoudel
Philander Smith College
Little Rock, Arkansas 72203

A DESCRIPTIVE RESEARCH STUDY OF COOPERATING TEACHERS AND STUDENT TEACHERS IN BIRACIAL SITUATIONS

January 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Regional Office VI
1114 Commerce Street
Dallas, Texas 75202

SP005594

ABSTRACT

Shoudel, Pearl W. "A Descriptive Research Study of Cooperating Teachers and Student Teachers in Biracial Situations." Grant No: OEG-6-71-0482-(509), Regional Office VI, D/HEW

Purpose of the study: The study was designed to determine whether or not the attitudes of cooperating teachers toward another race are changed by their experiences with student teachers of the other race.

Procedures: Two rating scales were devised to measure the attitudinal responses of cooperating teachers to items of bias. A control group of thirty-three black teachers and thirty-two white teachers who had not worked in biracial situations were tested. The experimental groups of forty-two white teachers and forty-one Negro teachers, who had been assigned student teachers of the other race were pre- and posttested with the student teaching program intervening.

Findings: The differences in the attitudes, as measured by the rating scales, of the Negro and Caucasian teachers were most significant in:

(1) Learning how the minority teacher is accepted by the faculty.

(2) Finding that communication with members of the other race is easier than had been expected.

(3) Finding the behavior patterns of children of both races to be more nearly equal.

(4) Finding professionalism in relationships with other faculty members and administrators regardless of race.

(5) Finding the inherent intelligence of both races to be equal.

Changes in how the experimental groups characterized children were most obvious in these areas:

(1) Caucasians found Negro children to be more adaptable, courteous, dependable, obedient and trustworthy.

(2) Negroes found white children to be more creative, courteous, dependable and sociable.

(3) Caucasians found Negro children to be less aggressive, cruel, deceptive, defiant and fearful.

(4) Negroes found Caucasian children to be less aggressive, antagonistic, possessive and defiant.

A DESCRIPTIVE RESEARCH STUDY OF COOPERATING TEACHERS
AND STUDENT TEACHERS IN BIRACIAL SITUATIONS

TABLE OF CONTENTS

	PAGE
Introduction, Statement of Problem	1
Procedure	2
Hypothesis	4
Data	5
Results of Responses to Items 1 - 40	5
Results of Responses to Characteristics	10
Conclusions	14
Recommendations	16

Appendix

Rating Scale

Project Cost Accounting

A DESCRIPTIVE RESEARCH STUDY OF COOPERATING TEACHERS AND STUDENT TEACHERS IN BIRACIAL SITUATIONS

In a previous study[1] it was found that changes in attitudes were brought about through day-by-day associations and person-to-person communication. It was assumed that not only were the attitudes of the experimental group of student teachers changed but so were the opinions of the cooperating teachers, and, to varying degrees, other teachers, administrators, parents, and children.

This study was designed to determine whether or not the attitudes of the cooperating teachers toward another race are changed by their experiences with student teachers who are of the other race. It follows the study of the attitudes of a group of student teachers, most of whom were placed in schools in Pulaski County for their teaching experience. In this study 34 of the experimental group of teachers were located in Pulaski County, four were located in New Jersey and four in New York,[2] but 41 were in twenty-two systems throughout the southern, diagonal half of the State of Arkansas, extending

---

[1] Shoudel, Pearl W. "A Descriptive Research Study of Biracial Student Teacher Teams." Unpublished Doctor's Dissertation, University of Houston, Texas, 1968. Grant No. OEG-7-8-0063-9010. Microfilms, Inc., Ann Arbor, Michigan. ERIC.

[2] Philander Smith College had cooperative arrangements with school systems in Hightstown, New Jersey, and Rochester, N. Y. whereby the schools arranged for transportation and housing in white homes for black students who are assigned for student teaching in the cooperating school systems.

from Jonesboro to Texarkana, where desegregation has been de facto but token. Many of the schools were in their first year of an actual unified system. The twenty-two systems were located in:

Arkadelphia	Malvern
Brinkley	Menifee
Camden	Monticello
Conway	Pine Bluff
Dumas	Rohwer
Fordyce	Scott
Hope	Searcy
Hot Springs	Star City
Jacksonville	Stephens
Lake Village	Waldo
Magnolia	Warren

In recent years, Federal desegregation guidelines have speeded up the integration of schools; however, there are still some schools which are almost totally white or black. A control group of 33 black teachers from the McAlmont area of North Little Rock who taught in all-black elementary and secondary schools were surveyed (instrument attached, see Figure 1). A control group of 32 white teachers from the western area of Little Rock who teach in an all-white elementary school were surveyed (the same instrument being used for all testing in this study).

Procedure

The cooperation of six teacher education institutions other than Philander Smith College made it possible for the assignment of student teachers to teachers of the other race in the twenty-two school systems outside Pulaski County.

These institutions were:

Arkansas State University, Jonesboro
Harding College, Searcy
Henderson State College, Arkadelphia
Southern State College, Magnolia
State College of Arkansas, Conway
University of Arkansas at Monticello

Directors of student teaching programs at these institutions sent to the Investigator the names of their student teachers and the teachers to whom they were assigned, where a cross-assignment had been made by the school system involved.

The Investigator contacted each cooperating teacher whose name had been submitted to solicit participation in this research. A high percentage of the teachers approached, by mail or in person, readily agreed to participate. All of the teachers who were pretested returned the posttest by mail.

During the first semester in which this research was conducted, some of the cross-assignments had already been made by the time the grant was approved and the Investigator so notified. In such cases the student teachers were not paid a stipend since no hardship in regard to housing or transportation was involved.

The response during the first semester, the spring of 1971, was very good. Fifty-five participants were secured. However, since forty-two of the group were white teachers having black student teachers and only thirteen were black teachers with white student teachers, it was decided that the participants during the fall semester of 1971 would be limited

to black teachers having white student teachers. Again the response was greater than anticipated with twenty-eight additional black teachers being secured for the experimental group. The totals of forty-two white and forty-one black teachers exceeded the number needed; therefore, the research was terminated at the end of the second semester.

The cooperating teacher who accepted a student teacher of the other race was pretested before the student teacher arrived and posttested near the end of the student teaching program. The four-point attitude scale (a copy is attached) was devised to measure attitudinal responses to items of bias relative to school administrators, teachers, and pupils in a biracial situation. If the participant marked either (1) for complete agreement or (2) moderately, this was interpreted as agreement with the statement. Percentages cited reflect such agreement.

Hypothesis

It was hypothesized that participation in a biracial approach to student teaching would not change the attitudes, as measured by a rating scale, of cooperating teachers toward members of the other race.

Sub-hypotheses, also null form, were that there would not be found a significant difference in the attitudes of:

1. Black and white cooperating teachers.
2. Teachers having less than ten years' experience and those having more.
3. Teachers in cities of less than five thousand population and those in cities of larger numbers.

Data

Since the groups involved in this study were almost equal and since no participants defaulted by not responding to the posttest, the Investigator described the findings from data secured from all participants. Each item on the rating scale was interpreted separately and described nonparametrically to show the findings. Percentages were used to show the relationship of:

1. The pretest responses of the experimental group to the responses of the control group.
2. The posttest responses of the experimental group to the responses of the control group.
3. The posttest responses of the experimental group to the pretest responses of the experimental group.
4. The significant differences in the responses of black and white cooperating teachers.

Where no significant difference was found between the responses from any of the groups, the relationship is omitted. If the differences were minimal among all groups tested, the item is omitted in the description.

Results of Responses to Items 1 - 40

1. Caucasian teachers are readily accepted by Negro faculties. 85% of all groups agreed with this item except the Caucasian control group of which 44% were in agreement.

2. Negro teachers find it difficult to communicate with white children. 35% of both control groups and of the Caucasian experimental group agreed. Only 10% of the Negro experimental group found it difficult to talk with white students, and they were among the ones who had taught fewer than ten white children.

3. Caucasian teachers expect Negro children to be naughty or impudent. Half of the three Negro groups agreed but only 20% of the three Caucasian groups agreed.

4. Teachers cannot identify with a student of the other race. 40% of the Negro control group but less than 10% of all other groups thought this item to be true.

5. Omitted.

6. Negro history is neglected by Caucasian teachers. 70% of all groups agreed. 40% of the two posttest groups also found that Negro history is neglected by Negro teachers, but only 20% of the control and pretest groups expected it (Item 16).

7. Social acceptance of a minority teacher, Negro or Caucasian, does not extend beyond the close of the teaching day. 75% of the Caucasian control and of the three Negro groups were in agreement, but fewer, 40%, of the two Caucasian experimental groups felt excluded at the end of the teaching day.

8. Teaching an integrated class is more difficult than segregated classes. 75% of both control groups and both black groups were in agreement, but only 40% of the two white groups who actually worked with integrated classes found them more difficult to teach.

9. 80% of all groups except the Caucasian control could assume that there are excellent, average, and poor teachers within each race. Only half of the Caucasian control group thought this to be so.

10. Caucasian teachers use physical punishment less than do Negro teachers. The range was wide on the responses to this item: Caucasian control, 56%; Caucasian pretest, 10%; Caucasian posttest, 15%; Negro control, 30%; and both black experimental groups, 41%.

11. Omitted.

12. Caucasian teachers avoid conferences with the parents of Negro students. 42% of the Negro control and pretest groups expected this to be true but less than 25% of the other four groups thought so.

13. Negro teachers are readily accepted by white faculties. The range of responses varied: Caucasian control, 81%; Caucasian pretest, 72%; and Caucasian posttest, 65% indicated that they think Caucasians accept Negro teachers; but only 35% of the three black groups agreed with the item.

14. Omitted.

15. Negro teachers expect Caucasian children to be rude and naughty. If they have not taught them, half of them do; but none agreed after having worked with them. None of the Caucasian groups were in agreement with the item.

17. Caucasian teachers find it difficult to communicate with Negro students. Half of the control and pretest groups predicted this to be the case, but after experience in biracial situations less than 20% of the two posttest groups found it so.

18. Negro teachers hesitate to discipline white students. 75% of the black control group and 44% of the white control group thought they would, but less than 25% of the experimental groups agreed with the item.

19. White teachers are hostile to Negro students. 42% of the black control group thought they would be, few of the members of the other five groups expected such hostility.

20. 75% of the Caucasian control group thought social acceptance of students in the minority does not extend beyond the close of the school day, but about half of all other groups expected the young to get along together better than their elders. See Item 7.

21. High percentages of all groups thought administrators are influenced by community leaders who oppose school desegregation: 56% of the white control group, 85% of the black control group and 45 to 50% of the four experimental groups.

22. Administrators are more critical of the performance of the minority teacher in comparison to the work of other teachers in the school. 30% of all groups agreed.

23. Administrators assign the minority teacher to the least desirable position. Half the Negroes expected it, 35% found it so, and few of the Caucasians in either the control or experimental groups agreed.

24. Administrators prejudge the minority student when behavior problems occur. 70% of the Negro control group predicted this to be so, but only 40% of the experimental group agreed. Less than 20% of the three white groups agreed.

25. 70% of the Negro control group did not expect administrators

to support the minority teacher as they do the established faculty members, but after experience in a biracial situation less than 30% agreed with the item. Less than 20% of the three white groups agreed.

26. Teachers should be arbitrarily assigned to positions which would insure racial balance. 25% of the two control groups agreed; 50% of the two pretest groups and 60% of the two posttest groups agreed.

27. Negro administrators are hostile to Caucasian teachers. 50% of the Negro control group thought they would be, but less than 10% of the other groups thought so. The same percentages apply to the reverse Item 29.

28. More than 70% of all groups except the Caucasian control agreed that administrators should assume responsibility for immediate and complete desegregation. Only 18% of the Caucasian control group agreed.

30. 50 to 70% of all groups thought faculty and student desegregation should be correlated.

31. Half the control groups thought Negro students tend to fear white teachers. 35% of the control groups thought white students tend to fear black teachers (Item 36). Less than 15% of the experimental groups agreed with either item.

32. Caucasian students in a Negro classroom adjust more easily than Negro students in a white classroom. 42% of the Negro teachers had this belief while less than 20% of the white groups thought this might occur.

33. As integration proceeds, the difference in achievement between Negro and Caucasian students will decrease. It may be that the Negroes were unwilling to acknowledge any difference in achievement, but 65% of the three black groups expressed agreement with the item compared with 95% of the white experimental groups. Only 38% of the Caucasian control group anticipated a decrease in the difference in achievement.

34. 44% of the Caucasian control group expected that conflict between a Negro and Caucasian student is more apt to be a problem of individual personalities than of interracial conflict. But 85% of the teachers in biracial schools agreed. 76% of the Negro control group agreed.

35. 70% of the two experimental pretest groups thought that

in student council activities of desegregated schools, able Negro students are as likely as white students to be chosen for leadership. Only 50% of the two control groups agreed with the item and fewer, 44%, of the two posttest groups agreed; therefore, it seems the white student still has the advantages.

37. Negro students have been disciplined more rigidly by their parents than have Caucasians. Negroes, 70% of all three groups, agreed; but less than 15% of the three white groups agreed with the item.

38. Omitted.

39. Negro students resent criticism more than do white students. 75% of the white control group thought they would but only 35% of the other five groups agreed with the statement.

40. The inherent intelligence of Negro and Caucasian students is equal. Only 18% of the Caucasian control group agreed with this item while 75% of the Caucasian pre-test and the three Negro groups agreed. 81% of the Caucasian posttest group agreed. Obviously, some of this last group changed their minds after having worked with black students and with a black student teacher. The disagreement by 25% of the Negroes reflects the feelings of inferiority which some still have.

The second part of the survey deals with the characteristics ascribed to Negro and Caucasian children. The Investigator would have liked to have found that educators see children as having the same characteristics regardless of race. None of the control groups did so; four of the Caucasian experimental group and only one member of the black experimental group ascribed the same characteristics to all children.

The subjects were asked to ascribe twenty-five character traits, stated in adjective form, by marking a "4" to indicate the adjective to be characteristic of from 100% to 75%; a "3"

of from 75% to 50%; a "2" of from 50% to 25% and a "1" to indicate less than 25%. The number of subjects who marked either a "4" or a "3" were counted and the percentage considered to have answered "yes," the characteristic applies. The choices "2" or "1" were considered to be the inverse, or "no," the characteristic is atypical. The "yes" responses are discussed for each of the twenty-five characteristics on the survey.

Results

Fifty percent of the Caucasian control group ascribed adaptable to Negro children, but 87% of the same group ascribed adaptable to Caucasian children. 72 to 88% of the four experimental groups ascribed the characteristic to both black and white children.

Forty-six to 76% of the Negro groups ascribed aggressive to Negro children, but 76 to 85% of the same groups ascribed aggressive to white children. 67 to 81% of the Caucasians ascribed the characteristic to Negro children, but 67 to 76% of the white teachers ascribed aggressive to white children.

Sixty-two percent of the Caucasian control group ascribed antagonistic to Negro children, but only 12% of the same group ascribed it to white children. 42% of the Negro control group ascribed antagonistic to white children and 61% of the same group ascribed it to Negro children. 40 to 60% of the experimental groups ascribed antagonistic to all children.

Fifty to 70% of all groups ascribed boastful to Negro children, but 95% of the Caucasians ascribed boastful to Caucasian children while only 61 to 78% of the Negroes ascribed it to Caucasian children.

Forty-four to 60% of all groups ascribed competitive to Negro children, while 79 To 90% of all groups ascribed competitive to white children.

Only 38% of the Caucasian control group considered Negro

children to be courteous but 87% of them expect white children to have that trait. 73% of the Negro control group considered Negro children to be courteous and 61% ascribed the characteristic to white children. Teachers in the experimental groups took the opposing viewpoint. 70 to 85% of the Caucasians decided all were courteous, but 83% of the Negroes decided white children were courteous and only half of the Negro teachers ascribed the attribute to black children!

Sixty-four percent of the Negro groups ascribed cheerful to Negro children but that characteristic was ascribed to all children by 85 to 95% of the white teachers. 90% of the black teachers ascribed cheerful to white children.

Creative was ascribed to white children by 75 to 95% of all the teachers, and to black children by 50 to 60% of all the teachers.

Fifty-six percent of the Caucasian control teachers ascribed cruel to Negro children and only 18% of the same group ascribed that adjective to Caucasian children. 30% of the Negro control group ascribed cruel to Negro children and 64% of those teachers ascribed cruel to white children. Happily, less than 30% of all groups of teachers who had actually taught both races ascribed that characteristic to either white or black children.

Sixty-two percent of the white control group ascribed deceptive to Negro children and 45% of the Negro control group ascribed that characteristic to white children; 20 to 35% of the experimental groups ascribed deceptive to children, favoring members of their own race.

Half of the Caucasian control group ascribed defiant to Negro children, but only 18% of the group ascribed the same adjective to white children. 64% of the Negro control group thought white children to be defiant, but only 30% of them ascribed defiant to black children. About 30% of the teachers in the experimental groups ascribed defiant to all children.

Forty-five percent of the Caucasian control group ascribed dependable to Negro children; 70% of the Negro control group ascribed dependable to Negro children; and 65% of the four experimental groups considered Negro children dependable. 94% of the Caucasian control group

ascribed dependable to white children; 64% of the Negro control group and more than 85% of the experimental groups ascribed dependable to white children.

About half of all groups ascribed destructive to Negro children while fewer, 30 to 40% ascribed the same adjective to white children.

Forty to 50% of the Caucasian control, the Negro control and Negro experimental groups ascribed fearful to Negro children. Only 25% of the Caucasian experimental group ascribed that adjective to Negro children. 27 to 36% of the Negro groups ascribed fearful to Caucasian children but less than 25% of the three white groups ascribed fearful to white children.

Fifty to 60% of all groups ascribed inquisitive to Negroes, while 90% of all groups ascribed the same characteristic to Caucasian children.

Half of the white control group and 30% of all other groups ascribed introversive to Negro children. Half of the black groups ascribed introversive to Caucasian children; 15 to 30% of the Negroes thought Negro children to be introversive.

Forty to 50% of all groups ascribed jealous to Negro children; 18% of the Caucasian control group and 61% of the Negro control group ascribed it to white children; 25% of the Caucasian experimental groups and 50% of the Negro experimental groups ascribed jealous to white children.

Fifty percent of the Caucasian control and 85% of the Negro control groups ascribed obedient to Negro children; 87% of the Caucasian control and 51% of the Negro control groups ascribed obedient to Caucasian children. 70 to 80% of all groups except the Negro posttest group found all children to be obedient. Surprisingly, the Negro posttest found 90% of the Caucasian children but only 61% of the Negro children obedient. One explanation for this reversal was that, in a biracial situation, black children seemed to expect favoritism from their Negro teachers and became rebellious when their expectations were denied.

Forty to 70% of all groups ascribed observant to Negro children, but 93 to 100% of all groups ascribed the adjective to white children.

Thirty to 50% of all groups ascribed possessive to Negro children while 60 to 70% ascribed possessive to white children.

Thirty to 50% of all groups ascribed selfish to Negro children. 76% of the Negro control group ascribed that adjective to white children, but 40 to 50% of all other groups ascribed selfish to Caucasian children.

Forty to 60% of all groups ascribed self-sufficient to Negro children, but 70 to 85% of all groups found white children to be self-sufficient. This is contrary to the general belief that black children, of necessity, are taught to be independent, while white parents coddle their offspring. Had the term "independent" been used, the responses may have been quite different.

Forty-four percent of the white control group thought Negro children sensitive, but 70 to 85% of all other groups found all children to be sensitive.

Sixty-two percent of the Caucasian control group and 82% of the Negro control group ascribed sociable to Negro children. 100% of the white control group and only half of the Negro control group thought Caucasian children are sociable. 70% of the experimental groups found Negro children sociable, but 80 to 95% ascribed the characteristic to Caucasian children.

Fifty-six percent of the Caucasian control group and 70% of the Negro control group expected Negro children to be trustworthy. 87% of the Caucasians and 64% of the Negro control group expected white children to be trustworthy. 63% of both pretest groups expected Negro children to be trustworthy and 73% of both pretest groups considered white children to be trustworthy. 83% of the Caucasian posttest group found both Negro and Caucasian children to be worthy of trust. 80% of the Negro posttest group found Caucasian children trustworthy, but only 63% of the black teachers ascribed that characteristic to black children. Again, the black teachers may have been reflecting resentment due to the behavior problems of their black students.

Conclusions

Analyses of the forgoing data reveals that participation in a biracial approach to student teaching did, in fact, change the attitudes, as measured by the rating scales, of the cooperating teachers, Caucasian and Negro, toward the other race. There were dramatic changes between the attitudes of the control and experimental groups. Little differences were revealed between the pretesting and posttesting of the experimental groups. Two varibles account for that:

(1) Most of the teachers in the experimental groups had been teaching students of the other race before accepting the student teacher of the other race. Five of the black teachers had taught fewer than ten Caucasians, but only one had taught none. Seven of the white teachers had taught fewer than ten Negroes, but, again, only one had taught none. Most of the teachers in both groups had taught hundreds of children of the other race before accepting the student teacher.

(2) All of the teachers accepted the student teacher of the other race voluntarily. A teacher with deep prejudices would not have done so.

The differences in the attitudes of black and white cooperating teachers were most significant in:

(1) Learning how the minority teacher is accepted by the faculty.

(2) Finding that communication with members of the other race is easier than had been expected.

(3) Finding the behavior patterns of children of both races to be more nearly equal.

(4) Finding professionalism in relationships with other faculty members and administrators regardless of race.

(5) Finding the inherent intelligence of both races to be equal.

(6) Recognizing the value of desegrated schools for the improvement of human relations as well as for improving education for all children.

(7) Becoming aware of the cultural patterns of the other race.

Changes in how the experimental groups characterized children were most obvious in these areas:

(1) Caucasians found Negro children to be more adaptable, courteous, dependable, obedient and trustworthy.

(2) Negroes found white children to be more creative, courteous, dependable, and sociable than they had expected.

(3) Caucasians found Negro children to be less aggressive, cruel, deceptive, defiant and fearful than they had thought.

(4) Negroes found Caucasian children to be less aggressive, antagonistic, possessive and defiant.

It is not possible to ascertain valid conclusions about the differences in attitudes of teachers having less than ten years' experience and those having more since only eight of the Caucasian teachers had taught more than ten years, while only six of the Negro teachers had taught less than ten years. It is interesting to note that the majority of the Caucasians who accepted Negro student teachers were among the younger teachers, but most of the Negro participants were older teachers. The average age of the Caucasian participant was thirty-two; the average age of the Negro participant was thirty-nine.

The male-female ratio of the two experimental groups was about equal. There were fourteen Caucasian and ten Negro males involved.

It was interesting to note that all Caucasians referred to themselves as "C" or "white." All but five of the Negroes so designated themselves. Four referred to themselves as "Black" and one as a "black human." Also, Caucasians did not capitalize "white," but Negroes capitalized "black."

It was not possible to draw conclusions regarding the responses of teachers in cities of less than five thousand population and those in larger cities since all white participants were from metropolitan areas, but only a few of the Negro teachers were from the larger cities.

Recommendations

(1) The continuation of all efforts to desegregate schools until the anxieties have been alleviated of the teachers, student teachers, or students in biracial situations.

(2) Mandatory in-service programs in human relations for teachers and administrators in schools which have been desegregated for less than three years.

(3) Addition or substitution of a course in human relations to college curricula in teacher education.

PROJECT COST ACCOUNTING

Research Grant No: OEG 6-71-0482 (509)

Project Director: (Dr.) Pearl W. Shoudel

Institution : Philander Smith College
Little Rock, Arkansas 72203

Duration, Starting: January 1, 1971 Ending: January 31, 1972

A. DIRECT COSTS	TOTAL COSTS	ALLOWABLE COSTS
Personnel		
Stipends, Teachers, 83 @ 25.00	$ 2,075.00	$ 1,875.00
Stipends, Students, 57 @ 75.00	4,275.00	5,625.00
Travel, (P. I.)	291.00	750.00
Secretarial Service	268.00	500.00
Supplies	208.59	500.00
Final Report	50.00	50.00
Total costs (Federal Support)	7,168.03	9,300.00
B. INDIRECT COSTS		
Stipend, Principal Investigator Paid by Philander Smith College	$ 750.00	$ 750.00

This research took place in the public schools, through the cooperation of the administrators and school principals: contributions, in kind, by local agencies for the support of the study.

Total costs (Federal Support).....	$ 7,168.03
Advance payments from D/HEW	6.000.00
Balance due from D/HEW	$ 1,168.03